Literacy, Language and Learning Initiative

FY12 - Year One Annual Report

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The Literacy, Language and Learning (L3) Initiative's strategic objective is to strengthen teaching and learning so that children leave primary school with solid literacy and numeracy skills. L3 will work with Rwanda's Ministry of Education (MINEDUC) to improve students' reading and mathematical skills in grades one to four, as well as their English language proficiency. Working in collaboration with the MINEDUC, USAID and technical partners, the L3 project works with pre-service and in-service facilitators to introduce proven reading and mathematics teaching strategies, and with community volunteers to support learning. The project also aims to improve the availability and use of innovative reading and math instructional materials. Teachers' and students' reading, math and English language skills will be reinforced through interactive audio instruction programs.

The L3 initiative has five intermediate results that support the strategic objective, and ultimately contribute to USAID's goal of improved reading skills for 100 million children in primary grades by 2015. These results and key activities include:

IR 1: Improved Quality of Teaching
• Activity 1: Development of a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that
• Activity 2: Implementation of a School-based Mentoring Program to support enhanced literacy, numeracy and ESL instruction
• Activity 3: Support to TTCs to become Centers of Excellence for Literacy and Numeracy Instruction
• Activity 4: Pilot initiatives to improve teachers' motivation and working conditions

IR 2: Improved Availability of Teaching and Learning Materials
• Activity 1: Develop a complete package of instructional materials to support early grade reading
• Activity 2: Hold Math Camps for teachers and story writing competitions and Writer's Workshops to produce locally-developed reading materials
• Activity 3: Distribute over one million supplementary books
• Activity 4: Introduce "traveling libraries" in low income, rural communities
• Activity 5: Distribute sustainable technologies (5,400 solar powered MP3 players/radios, 1,057 video projector systems) to support enhanced literacy/numeracy instructional program
• Activity 6: Hold local campaigns and activities to promote a culture of reading

IR 3: Support for English
• Activity 1: Develop interactive audio programs for ESL, P1 to P4
• Activity 2: Develop an instrument to evaluate teachers' English language proficiency
• Activity 3: Revise existing English as a Second Language (ESL) curriculum

IR 4: Strengthened Ministry Capacity
- Activity 1: Embed L3 literacy/numeracy specialists in the central MINEDUC and the 11 TTCs to provide day-to-day support in literacy/numeracy and teacher training reforms
- Activity 2: Develop a criteria-based classroom observation form to monitor changes in teachers' literacy/numeracy instructional practices over time
- Activity 3: Provide short-term technical support to the Examinations division to strengthen student literacy/numeracy assessment programs

IR 5: Improved Equity in Education
- Activity 1: Include new instructional materials with positive images of girls and other marginalized groups
- Activity 2: Provide additional supports and inputs to students in low-income and rural areas
- Activity 3: Provide grants to district committees to implement activities to address disparities
- Activity 4: Develop alliance with UNICEF to ensure that cluster and school-level support to literacy aligns with its Child-Friendly Schools.

ACRONYMS

Concern	Concern Worldwide
CPDTF	Continuous Professional Development Task Force
CPMD	Curricular and Pedagogical Materials Development
DDG	Deputy Director General
DG	Director General
DFID	Department for International Development
EDC	Education Development Center, Inc.
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
EQSD	Education Quality and Standards Department
ESL	English as a Second Language
FARS	Fluency Assessment in Rwandan Schools
FAWE	Forum for African Women Educationalists
IAI	Interactive Audio Instruction
IEE	International Education Exchange
IT	Information Technology
JICA	Japan International Cooperation Agency
KIE	Kigali Institute of Education
LARS	Learning Achievement in Rwanda Schools
L3	Language, Literacy and Learning Initiative
MINEDUC	Ministry of Education
MOU	Memorandum of Understanding
M&E	Monitoring and Evaluation
MEMS	Monitoring and Evaluation Management Service
NGO	Non Governmental Organization
P1-6	Primary One to Six
PMP	Performance and Monitoring Plan
PTC	Parent Teacher Committee
QIWG	Quality Implementation Working Group
REAP	Rwanda English in Action Program
REB	Rwanda Education Board
REC	Rwanda Education Commons

RR   Rwanda Reads

RRI   Rwanda Reads Initiative

RTI   Research Triangle International

SM   Senior Mentor

SBM   School-based Mentor

SBMP   School-based Mentoring Program

TDM   Teacher Development and Management

TEMPD   Teacher Education Management and Professionalization Department

TOR   Terms of Reference

TTC   Teacher Training Colleges

UNESCO   United Nations Educational, Scientific, and Cultural Organization

UNICEF   United Nations International Children's Emergency Fund

USAID   United States Agency for International Development

VSO   Voluntary Services Overseas

1.0 EXECUTIVE SUMMARY

In the L3 Initiative's first year, significant progress was made. From a national level, considerable attention has been focused on supporting and encouraging the development of literacy skills. L3 is a key member of the national Rwanda Reads Initiative, which is bringing together nearly two dozen public and private partners in the interest of furthering literacy and the culture of reading. L3 also assisted in the establishment of national reading standards for P3 and P5 in both English and Kinyarwanda for fluency and comprehension, a great achievement for the first year of the project. A technical team has been composed to do the same for math. To measure progress against these standards, a multi-year plan, which calls for the first national assessment in 2016, was developed.

We expect L3 instructional materials to be ready for January 2013 at the start of the new school year. The English and math scope and sequence have been approved, though the Kinyarwanda scope and sequence is still under deliberation. New software which analyzes the usefulness of letters and blends in making words will assist L3 and the Curricular and Pedagogical Materials Development (CPMD) in reaching an agreement on a final scope and sequence.

In order to ensure the proper use of L3 materials and evidence-based instructional techniques, L3 supported pre-service and in-service teacher development. Teacher Training College (TTC) curricula for math and English have been revised and new language and math methods and practices curricula have been developed. L3 partner VSO will support the implementation of the new curricula starting in January of 2013.

For in-service teacher development, a concept note for the School-based Mentoring Program was approved by the Minister and is serving as the basis for a 5-year costed strategic plan. Six School-based Mentors were recruited and are working in L3 action research sites. L3 interactive video modules will be ready by January for the School-based Mentors to use in training sessions with teachers.

At the community level, L3 worked with nine Peace Corps volunteers to mobilize communities to prepare for the arrival of the first community mobile libraries. Committees have been formed, and the first community is preparing for the first library's launch in November.

Parent Teacher Committees in action research sites are aligned to the national structure and are fully functioning in their roles and responsibilities. PTCs are already engaged in activities to support teacher motivation and to encourage children to read. Communities have met to discuss messages that should be spread to encourage a culture of reading and overcome barriers to literacy.

The L3 initiative held several meetings with private and public sector organizations in the effort to form partnerships for collaboration on common goals. L3 will continue to build partnerships to further its goals in the coming year.

2.0 PROGRESS TOWARD RESULTS

Result 1: Improved quality of teaching

Activity 1.A: Develop a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that vision.

National student standards

A Rwanda delegation participated in the Global Partnership for Education's All Children Reading conference in March in Kigali. This event reinforced the need for valid tools for measuring student progress as well as national standards against which to evaluate progress over time. A follow-up meeting among the Rwanda team resulted in the decision to establish a technical working group to develop Kinyarwanda and English reading standards for Primary 3 and 5 as well as a method of measuring progress towards achieving those standards. The group is composed of Rwanda Education Board (REB) Kinyarwanda and English curriculum specialists from Teacher Development and Management (TDM), Curricular and Pedagogical Materials Development (CPMD), Examinations and Accreditation, and Education Quality and Standards (EQS) as well as linguists and technical advisors, including L3.

The group met for a two day retreat in Musanze, Northern Province to develop the reading standards. Using the 2011 baseline data from the Early Grade Reading Assessment (EGRA) and Learning Achievement in Rwandan Schools (LARS), the group extrapolated standards for fluency (measured in correct words read per minute from a leveled text) and comprehension (measured by the percentage of questions answered correctly about a leveled text). The retreat was facilitated by Education Development Center (EDC) Senior Literacy Researcher Dr. Nancy Clark-Chiarelli, who also wrote and presented a final report of the standards to REB senior management and donor representatives.

Standards: **Proposed National Standards for Reading Fluency in English and Kinyarwanda, P3 and P5**				
(expressed in number of words correct per minute - WCPM)				
Grade level		Does Not Meet Grade Level Expectations	Meets Grade Level Expectations	Exceeds Grade Level Expectations
P3	Kinyarwanda	0-32 WCPM	33-47 WCPM	48+ WCPM
	English	0-19 WCPM	20-35 WCPM	36+ WCPM
P5	Kinyarwanda	0-44 WCPM	45-59 WCPM	60+ WCPM
	English	0-34 WCPM	35-51 WCPM	52+ WCPM

Proposed National Standards for Reading Comprehension in English and Kinyarwanda, P3 and P5				
(expressed in terms of % correct answers on an enhanced LARS instrument - WCPM)				
Grade level		Does Not Meet Grade Level Expectations	Meets Grade Level Expectations	Exceeds Grade Level Expectations
P3	Kinyarwanda	0-41 % correct	42-65 % correct	66+ % correct
P5	Kinyarwanda	0-44 % correct	46-69 % correct	70+ % correct
	English	0-44 % correct	46-69 % correct	70+ % correct

These national reading standards are one part of the national literacy standards—encompassing the four language skills of speaking, listening, reading, and writing—to be developed. The British Council will support REB in developing national oral literacy standards in the next year, following which L3 will support the development of national writing standards to complete the package.

A math technical working group, composed of math specialists from TDM, EQS, CPMD, and examinations, was established. In October the group will work with EDC Math Specialist Dr. Paul Goldenberg to draft national standards for math.

Tools to measure progress
The same technical working group which established standards also is responsible for establishing the method of measuring student learning progress with respect to those standards. REB hosted a LARS/EGRA technical review, during which participants realized the need for the elements of both tools in order to have a comprehensive picture of students' reading skills. The multi-year plan calls for the revision of LARS and the development of the Fluency Assessment in Rwandan Schools (FARS) for both Kinyarwanda and English for P3 and P5 by the end of 2012. In 2013 the LARS will be validated, and in 2014, the LARS and FARS will be used to collect data in schools receiving literacy support on behalf of L3, UNICEF, and UNESCO. In 2016 the first national literacy assessment will occur.

As the baseline data sets used to establish the national reading standards were not complete, CPMD, EQS, and L3 have arranged to gather additional data for P3 and P5 reading fluency in both English and Kinyarwanda on a nationally representative scale. Using the newly developed FARS, this additional data will provide a better picture of the current reality of students' literacy levels to either validate the proposed standards or to adjust them accordingly. The same schools which were used in the 2011 baseline will participate. The fluency tests have already been developed and field tested, and data collectors have been identified and trained. Data collection will occur the final two weeks of October.

L3 also worked with EQS inspectors to develop instruments for a study to determine the impact of the L3 initiative, specifically on school, classroom, and home/community support for literacy and numeracy. Surveys for teachers, head teachers, parents, and students were developed, and EGRA/EGMA and an EGRA English assessment will be used to assess project impact. These tools were used to collect baseline data in March 2012.

National Teacher Standards
REB consultants developed draft teacher standards and evaluation processes. L3 and other technical partners provided extensive feedback, which the consultants will use to make substantial changes.

Outputs 1.A:
- Student &Teacher Standards and Criteria of literacy/numeracy-rich environments validated by Ministry. Student reading standards established, though additional data will be collected to either validate or adjust them. Teacher standards have been drafted and critiqued.
- Tools to measure progress with respect to those standards/criteria field tested and validated by the Ministry of Education. Fluency tests to complement existing tools were developed and field tested. Technical review of EGRA/EGMA and LARS was held.

Activity 1.B: Develop an instructional package keyed to the new standards

Early in the first quarter, Dr. Nancy Clark-Chiarelli and Dr. Paul Goldenberg, EDC Literacy and Math Specialists, respectively, began drafting an instructional framework and scope and sequence for L3 instructional materials. To prepare for the task, each conducted an in-depth analysis of the current situation through classroom visits, interviews with teachers and CPMD specialists, and a review of existing curricula and resources. L3 instructional materials developers continued working on the scope and sequence.

Dr. Goldenberg in the classroom, Oct 2012

Terms of reference were drawn up to outline the nature of the collaboration between L3 instructional materials developers and the Kinyarwanda, English, and math specialists at CPMD.

Math
In the third quarter, the math team faced an unexpected setback. The new CPMD math specialists assigned to review their materials requested that the whole program be reconsidered, including a reduction in the number of audio programs and for a group of P1 and P2 teachers to review and validate the scope and sequence. Much of the team's work had to be discarded or repurposed. In the fourth quarter, the P1 and P2 teacher advisory group was established and had two working sessions with L3 and CPMD math specialists to develop day by day scope and sequence for all three terms of P1 and P2 math.

English
The scope and sequence for English for P1 and P2 was completed and validated by CPMD. In the fourth quarter, CPMD English specialists and the L3 English team came to an agreement about the use of Kinyarwanda in the English program. In order to scaffold language learning for beginning learners, judicious use of Kinyarwanda will be used. This will be reflected in L3 materials and Interactive Audio Instruction (IAI) programs.

Kinyarwanda

In the third quarter, a Kinyarwanda Language Advisory Committee was formed to give guidance and technical advice on the development of the early primary language program. REB Kinyarwanda curriculum specialists, linguists, language specialists from higher learning institutions, representatives from language advisory councils, USAID, and L3 formed the committee. The initial meeting was to come to a consensus regarding the scope and sequence, the order in which letters and blends are introduced in the curriculum. L3 advocated for the letters and blends which are used in common words to be introduced first in order to allow children to begin writing and reading authentic words and text as soon as possible.

While the committee was unable to agree on the scope and sequence, they agreed on the general guidelines for teaching reading and writing to guide the development of the new curriculum.

To aid the discussions on scope and sequence, the instructional materials team produced a document elaborating on evidence-based literacy practices and how such practices would impact the L3 project. The L3 Technical Director also developed five different options for the scope and sequence, ranging from the current practices in Rwanda gradually shifting to the most evidence-based practices. REB Kinyarwanda specialists chose the fourth option for scope and sequence, just one step away from the current practices, which meant that the Kinyarwanda team needed to redesign their materials.

However, a newly discovered software may facilitate the establishment of an effective and efficient scope and sequence. In September, the L3 technical director and Kinyarwanda task leader accompanied REB CPMD's Dr. Joyce Musabe to Washington, DC for International Literacy Day. While in DC, the team had the opportunity to attend the Mobile Education Alliance International Symposium. At the symposium, the L3 team connected with the software developer of SynPhony, an online reading resource software, which will be adapted for Kinyarwanda.

The L3 team will provide a corpus of Kinyarwanda words, which the software will then analyze for frequency (how often letters and blends appear in Kinyarwanda) and productivity (the usefulness of letters and blends in forming words). Productivity will show the sequence of letter-sound combinations which will allow students to begin reading authentic words as soon as possible. Reading authentic text will show students that reading is meaningful and purposeful and will contribute to their learning outcomes. CPMD agreed to wait for this analysis before making further decisions to change the current scope and sequence.

The software will also prove to be a great resource in curriculum revision and in the development of leveled, decodable texts, as it can also generate lists of words using targeted letters while controlling for syllable length.

- Scope and sequence for P1/P2 reading (Kinyarwanda), math and ESL completed. Math and English scope and sequence are completed. Kinyarwanda is waiting for scientific analysis to be available to aid discussions about the most effective scope and sequence.

Activity 1.C Complete School-based Mentoring Initiative (SBMP) framework and train mentors

National Framework

In quarter 2, REB established the Continuous Professional Development Task Force to focus on teachers' continuous professional development and to specifically guide strategy for the School-based Mentoring Program. In 2012-2013, the task force is focusing on the development and clarifications of policies, procedures, systems, and resources to support the SBM program. The task force is also clarifying the role of donor and technical assistance to the program and developing a monitoring and evaluation framework.

In July, L3 sponsored a 2 day retreat for the task force in order to set a national framework for the SBM program, clarify goals, outcomes, and outputs, and identify institutional structures and professional resources needed. The International Education Exchange (IEE), British Council, UNICEF, Wellspring Foundation for Education, VSO, Department for International Development (DFID), Japan International Cooperation Agency (JICA), REB EQSD and Teacher Education Management and Professionalism Department (TEMPD), and L3 attended the retreat.

The task force agreed that the long term goal of the program is to improve learner performance in literacy and numeracy, while short term goals include that all teachers demonstrate sufficient competency in English language and effective instructional practices in their subject areas.

The program will allow for 1000 School-based Mentors and 60 Senior Mentors, to be in place by December 2012. The below figure demonstrates the relationship between Senior Mentors and School-based Mentors and their role in the program.
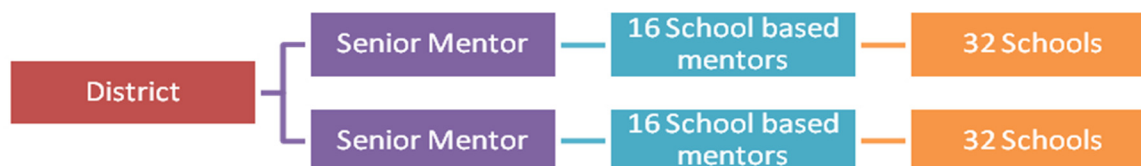
The retreat resulted in a concept paper which was approved by the Minister in September. An L3 consultant was recruited to use the concept paper to develop a 5-year costed strategic plan, which will be submitted to the REB Director General at the end of October.

Mentoring video modules

IEE is responsible for developing video modules on effective mentoring and peer-support techniques. This task has not yet begun. However, the development of these modules will be more effective now that there is a clear vision for the SBM program. IEE has recruited a consultant to develop a framework for the training materials and to provide follow-up support to the IEE team during materials development. IEE has also developed a draft SBM professional profile outlining key skills and competencies.

Effective instruction video modules

The renovation of the CPMD video production suite, which included installation of new state-of-the-art video production equipment, was completed. This will facilitate the production of video modules to support the SBM program.

1The newly-renovated CMPD video production suite

The L3 technical director met with VSO volunteers in July to design the overall structure for the video modules to be used by SBMs in training sessions with teachers. Success at the Core, EDC's award-winning professional development program, will serve as the model for these modules. Topics include early grade reading/literacy, ESL, and head teacher leadership. Filming for the modules began in September and is ongoing. It is expected that the modules will be ready for use in January.

Outputs 1.C:

- Institutional framework to support SBMP validated, including criteria for selection of National and School-based mentors. A concept note was approved by the Minister, and an L3 consultant will submit a 5 year costed strategic plan at the end of October.
- Video modules on effective mentoring and peer-support techniques and on characteristics of effective SBMPs developed and field tested. This activity has not begun; the program structure is still being finalized.
- At least 3 video modules on effective literacy/numeracy/ESL instruction developed and field tested. Filming began in September and is ongoing. Modules will be ready for the new school year in January.

Activity 1.D: Roll out the SBMP

L3 control and treatment schools were identified, and baseline data was collected. Six SBMs assigned to L3 action research sites were recruited and underwent an initial training.

2The six L3 SBMs practice effective mentoring during their initial training.

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Control and treatment (Action research) schools		
Schools selected as Action Research Sites		
District	Sector	Name of School
Bugesera	Nyarugenge	Rugando Primary School
		Kigarama Primary School
		Ngenda Primary School
	Ruhuha	Butereri Primary School
		Kindama Primary School
		Rugarama Primary School
Schools selected as Control Sites		
District	Sectors	School Name
Bugesera	Musenyi	Gicaca Primary School
		Rulindo Primary School
		Kigusa Primary School
	Kamabuye	Tunda Primary School
		Rurambo Primary School
		Murago Primary School

Criteria were established for the additional schools which L3 will support next year. L3 will meet with the DDG of EQS and partners to finalize the selection process.

Outputs 1.D

- Field test schools identified. Completed.
- National and School-based Mentors identified for field test schools. Six SBMs were identified; in the new SBM program design, the idea of national mentors was replaced with senior mentors, whose profile is still being developed.
- Districts targeted for L3 rollout in Yrs 2 and 3 identified. Criteria has been established and is awaiting approval. Once approved, criteria will be used to select schools/districts.
- Criteria for school selection finalized. Criteria established; L3 to meet with DDG EQS to finalize.

Activity 1.E Incorporate the Rwanda L3 literacy/numeracy models in TTCs.

TTC curricula
EDC and VSO met with the vice rector and the dean of the Faculty of Education of the Kigali Institute of Education (KIE). In addition, KIE professors in the field of early literacy and numeracy met with EDC specialists Dr. Nancy Clark-Chiarelli and Dr. Paul Goldenberg. Following these meetings, it was decided that rather than trying to incorporate effective literacy and numeracy instructional practices into the existing curricula, it would be more efficient to redesign TTC curricula.

To do so, KIE organized a two week workshop, which EDC, VSO, and IEE participated in. KIE validated the resulting curricula, which will be rolled out in January of 2013.

Prior to rollout, trainings will be held for TTC instructors. English instructors will receive a one-week training on the new English and language methods and practices curriculum, and math instructors will receive a one-week training on the new math and math methods curriculum. Planning is already underway for the trainings to occur in early December.

To support TTCs during implementation, VSO volunteers will be stationed at each TTC. One VSO volunteer will also be based at KIE in order to coordinate L3 support for the TTCs.

A meeting was held with KIE, VSO, L3, and TTC principals to ensure common understanding about the new curricula and the role of the VSO volunteers.

Writer's Workshops and Math Camps
Writer's Workshops aim to engage teachers, student teachers, and teacher mentors in the story writing process in order to inspire them to share stories in their classrooms. Workshops also result in the production of locally-authored children's stories.

A Writer's Workshop facilitators guide was developed, and a VSO volunteer will soon be recruited to institutionalize the workshops. This year, two workshops were held. The first occurred in Bugesera for language teachers, the school principal, and the Sector Education Officer. Another was held in Byuma for TTC students and teachers. In October, the TTC students will showcase their final stories in a reading event at a neighboring primary school.

Math camps will engage teachers in open-ended problem solving and provide them with a bank of intriguing problems to use in their classrooms. A VSO volunteer has been hired to develop a guide for math camps and to organize the first. The volunteer will arrive in January.

TTC student with her storybook.

Outputs 1.E

- Communiqué from KIE to TTCs on how training in effective literacy/numeracy will be integrated into TTC program of study. KIE validated new TTC curricula.
- VSO TTC volunteers trained on how to organize activities for TTC instructors and student teachers on effective literacy/numeracy instruction and use of L3 instructional materials. VSO participated in the redesign of TTC curricula on effective instruction and some joined together to host a writer's workshop at TTC Byumba. Next quarter, L3 will work with volunteers on addressing inclusion at the TTCs.
- TTC instructors and student teachers trained on effective literacy/numeracy instruction and use of L3 instructional materials. TTC English and Math instructors will be trained in the new curricula in December. Planning is already underway.
- Modules developed on how to implement effective Writers' Workshops and Math Camps. A Writer's Workshop facilitator's guide was developed, and a VSO volunteer has been hired to create a guide for math camps.
- Writers' workshops and Math camps organized in at least 1 TTC. A writer's workshop was held for student teachers and instructors at TTC Byumba. Math camps have not yet been developed.

Activity 1.F Pilot initiatives to improve teachers' motivation and working conditions

Community volunteer program
L3 developed terms of reference for a local NGO to assist with the community volunteer program, which will engage community members in reinforcing, monitoring, and encouraging children's reading. Four local NGOs submitted proposals and were visited and assessed, and L3 selected the best of the four. However, when the proposal was submitted to the USAID technical team for further review, it was judged as technically weak, and L3 was advised to re-advertise the position. Proposals are due by November 12.

Parent Teacher Committees
L3 partner Concern Worldwide held an initial working session for Parent Teacher Committees (PTCs) in the treatment and control sites. Using the MINEDUC PTC manual created in 2009, Concern guided PTCs in getting properly organized and structured and trained them on the roles and responsibilities of each position within the PTC.

Consultative workshops were held with community members from the target/treatment sectors of Ruhuha, Nyarugenge, and Bugesera to brainstorm initiatives for supporting teacher motivation. The ideas generated will contribute to the PTC and head teachers training program. To date, four out of the six PTCs at treatments schools are engaged in activities to support teacher motivation. Each of the four has established a tontine social fund for teachers.

Outputs 1.F

- NGO identified and recruited to develop and implement volunteer program. An NGO was identified but later deemed technically weak. The advertisement and application process have begun again.
- Modules to train volunteers developed and implemented in L3 field test schools. The NGO is yet to be recruited.
- Volunteer program in L3 field schools evaluated; modules revised and available to implementing partners. The NGO is yet to be recruited.
- Modules to reinforce PTC basic management capacity and train them in how to initiate teacher motivation activities developed and implemented in L3 field schools. Concern used MINEDUC's guide to organize PTC structure and held consultative sessions about teacher motivation. The session will contribute to the training program.
- PTC program in L3 field schools evaluated; modules revised and available to support rollout of program in Yrs 2-5. The ideas for activities generated at the consultative meetings will be/are being implemented. Evaluation sessions will allow Concern to see which activities have an impact and which do not; this evaluation will be documented so that successful activities may be implemented elsewhere.

Result 2: Improved availability and use of teaching and learning materials

Activity 2.A: Provide all teachers and students with a comprehensive package of learning materials

In quarter 1, REB approved the list of the instructional resources to be developed by L3, including audio programs. Instructional materials developers were recruited and underwent intensive training regarding effective math and literacy instructional techniques as well as materials design. EDC specialists Dr. Nancy Clark-Chiarelli, Dr. Paul Goldenberg, and Suzanne Simard conducted the trainings.

Development of all materials is underway, and the CPMD audio and video production suite was renovated and state-of-the-art equipment was installed to ensure quality audio programs. A partnership was formed with Remera Catholique School to field test all materials.

Kinyarwanda
For Kinyarwanda, teacher read aloud stories and decodable texts, master plans, teachers guides and primers for P1 terms 1 and 2 and P2 term 1 have been keyed to the latest scope and sequence. Because of the significant challenges faced regarding scope and sequence, the complete instructional package is not yet ready. However, it will be complete by the end of December in order to be ready for schools in January. Production of P1 term 3 and P2 term 2 and 3 materials will resume upon agreement with CPMD about a final scope and sequence.

Math
The math team had two working sessions with CPMD and P1 and P2 math teachers to finalize the scope and sequence and daily lesson distribution. Following this, L3 completed master plans, teacher guides, audio scripts and print lessons for the first 7 weeks of term 1 for P1 and P2. As previously stated, challenges were encountered when a new math CPMD specialist requested the math program to be reconsidered; many materials that had been developed at that point were discarded or repurposed, causing a huge setback for the math team. Dr. Paul Goldenberg will review the math team's progress and prepare the work for revising the curriculum during his visit to occur in October.

3**An example of decodable text**

English
The English team maintained the expected pace of materials development. In the fourth quarter CPMD and L3 were able to agree on the judicious use of Kinyarwanda in the English program, including in L3 instructional materials and audio programs. The L3 technical director had obtained a license from Teach the World to Read to reproduce leveled tests for P1-3 and the teachers guide. The English team recorded 58 of those

stories, and also began recording and field testing instructional audio programs for term 1. All 27 audio scripts for P1 term 1 have been written, while P2 term 1 scripts are currently being written. All term 1 materials for P1 and P2 will be ready for rollout in January 2013.

Audio players
L3 put together a joint L3-USAID-REB technical committee to identify the technology required for L3 audio and video products. It is expected that the group will select a technology in October to pilot in 90 schools beginning in January.

Supplementary reading materials public tender
The Director General of REB requested L3's technical support for a public tender for supplementary reading materials which would call for submissions for storybooks for P1-6 and text books for secondary. The L3 Technical Director provided detailed technical specifications and criteria for evaluating primary reading materials, gave a presentation for interested publishers about the qualities of good reading materials for beginning readers, and trained bid evaluators. 372 submissions for Kinyarwanda and 1,008 for English were received, far surpassing the submissions from the 2009 tender. REB has yet to announce the results of the evaluation or to notify the publishers, but the expected result is a significant increase in the availability of Kinyarwanda reading materials for beginning readers in primary schools across the country.

Outputs 2.A:

- Ministry-approved plan for audio-supported instruction, P1 to P4, finalized. Completed.
- Instructional materials developers trained in principles of effective print and audio materials. Completed.
- Ministry audio and video production studios equipped and operational. Completed.
- Head teachers, teachers, parents and community members in treatment schools trained in how to support students' reading, math and ESL development. Due to setbacks with materials development, diagnostic tools and remediation activities have not yet been developed. However, Concern held consultative meetings with teachers, parents, and community about messages to promote. Among them was to promote a reading friendly environment.
- P1 and P2 teacher's guides, decodable texts, read aloud stories, audio stories, diagnostic tools, and home-school reading tracker developed, field tested and ready for distribution. The goal is to have a complete package reading for January 2013, the start of the new school year.
- 50% of P1 and P2 interactive audio programs developed, field tested and ready for broadcast. The goal is for this to be completed prior to January 2013.
- Audio and video players purchased to support national rollout of the program. This will be completed in October.

Activity 2.B: Pilot additional innovative tools and materials, particularly in rural and low-income regions

Community mobile libraries
L3 forged a partnership with the Peace Corps for the implementation of the community mobile library project. As the project aims to reach rural, low-performing communities, Peace Corps

volunteers, who are already based in isolated communities, are ideal implementers of the project. L3 held working sessions with the Peace Corps education volunteers who expressed interest, and the L3 community liaison task leader worked with nine volunteers to set up community partnerships in preparation for receiving the libraries. Volunteers sought the support of local government structures and formed library committees in order to engage the community in the process of preparing for and managing the libraries. Committees will be instrumental in educating community members about the library and in encouraging them to borrow books.

After undergoing a critical selection process, locally-and internationally-produced books in English and Kinyarwanda were identified and purchased for inclusion in the libraries. Books are classified and color-coded according to reading level to ensure that community members select books appropriately. Books will be distributed to the Peace Corps volunteers' communities in October, and the first library will be launched in November.

Additional materials
A USAID e-intern was hired to seek partnerships for the provision and cataloguing of educational video materials. These low-cost/no-cost materials could be used for teacher training or use in and outside of classrooms. REB will approve which are suitable for schools.

As previously mentioned, the L3 Technical Director supported REB's supplementary reading materials tender, which will result in more and higher quality storybooks available to every school across the country.

Following a discussion with KIE, it was decided that Brothers to Brothers shipments will go to TTCs to support the implementation of the new English and Language Methods and Practices curricula as well as to develop a culture of reading. These TTCs have already been identified.

Technology
The L3-USAID-REB technology team identified a model of Pico projectors to distribute to schools which are the primary site for School-based Mentors. The process for identifying a solar power system to charge those projectors is ongoing. The projectors will be used to display the interactive video modules that L3 and VSO are developing for the SBM program.
Providing mobile phones to SM/SBM/teachers/schools is delayed until it is known which technology will be used to deliver audio to classrooms.

An engineering consultant conducted an audit of REB's printing house at REB's request with the idea in mind that being able to print exams in-house could cut printing costs. Upon review of the technical audit report, the L3, USAID, and REB technical team realized that the cost of the recommended printing machines exceed L3's education materials printing budget. The team recommended that the total printing machine costs be compared with quotations from various local printing houses on printing the proposed L3 materials. Such comparison would allow the team to determine whether purchasing a printing machine would cut costs in the production of L3 materials.

- Suitable educational video material identified, uploaded onto portable video players and piloted in field test sites. USAID e-intern is currently working on this.
- SMS system for disseminating and receiving information on L3 initiative activities and for providing teachers and students with follow-up math, reading and ESL activities developed and piloted in field test schools. Pending on decision about how to deploy audio programs to school.
- Preferred rate for Ministry-approved cell phone-based educational activities negotiated. Pending on decision about how to deploy audio programs to school.
- Portable lending library system piloted in field test schools and ready for rollout in YR 2. The mobile library project has become even more ambitious than before; a partnership was forged with the Peace Corps, as volunteers are already based in isolated communities. Nine volunteers have worked to set up committees in their community to prepare for libraries. The first will be launched in November.
- Priority materials for inclusion in Brothers to Brothers Foundation shipments identified. Completed. Shipments will go to TTCs.

Activity 2.C: Support student, teacher and community production of low-cost/no-cost materials.

As previously mentioned, two Writer's Workshops were conducted; one was given for current teachers and the other for student teachers and teacher mentors. A VSO volunteer will be tasked with institutionalizing these workshops and identifying a procedure to allow for the best stories to be published, printed, and made available to schools across the country. At least 3 workshops are planned for next quarter.

In addition, an initial Writer's Workshop for local and regional publishers has been planned for the first week of October.

The L3 video modules producer traveled to TTC Byumba to capture footage of teachers making instructional materials from low-cost/no-cost materials for inclusion in a video module.

4During the module filming

Outputs 2.C:

- Regular "make and take" sessions organized for teachers in field school. The first writer's workshop was held.
- Video-module on how to make and use low-cost/no-cost materials developed and available for use by SBM and NMs. Footage was filmed for use in the video module.
- Policy in place for inclusion in Ministry list of authorized resources locally-produced materials validated by MINEDUC. VSO volunteer recruited to institutionalize this process.

Activity 2D: Promote a culture of reading.

Rwanda Reads
Efforts were undertaken on a national scale to promote a culture of reading when the Rwanda Reads initiative was re-launched in July. L3, a member of both the task force and steering committee, exhibited three booths at the launch event to highlight community mobile libraries, writer's workshops, and interactive audio instruction. In August, the task force held a working session to develop a 5 year strategic plan, setting clear goals and measurable targets. This will be finalized next quarter.

National Story Writing Competition
L3, after presenting a concept paper for a national story writing competition to the Rwanda Reads Task Force, met with Equity Bank and other private sector companies to explore the possibility of partnership. The involvement of the private sector in the role of sponsoring the event ensures that the project will be sustainable with or without the L3 initiative. However, in the fourth quarter, L3 learned that Drakkar Publishing won funds from the Grand Challenge Initiative to plan a national story writing competition; L3 will meet with Drakkar to determine whether collaboration on a single competition can be possible. This decision will be finalized next quarter.

Research study on perceptions, barriers, and positive practices for literacy
Concern recruited an international researcher to assist with the study to identify perceptions, barriers, and positive practices for literacy. Ten rural sites were selected in Bugesera, Gisagara, Huye, and Nyaruguru, and two urban sites were also included. Among the sites, one urban and one rural school are known as high-achieving schools so that the study may shed light on why those schools have performed well.

The preliminary results were presented to REB, USAID, EDC, the Rwanda Education NGO Coordination Platform, and other NGOs in education. Initial ideas were generated for developing messages and materials.

The data was further analyzed, and a summary report was produced and distributed to REB for feedback. A consultancy company was then recruited to develop messages and materials, a message dissemination plan, and indicators to monitor the message impact. The work began in September and will be completed in the next quarter.

To support the development of the messages to be promoted, Concern hosted a participatory consultative session with community members. A presentation of the results of the study about perceptions, barriers, and positive practices served as the basis for discussions amongst community members. In groups, community members discussed barriers to literacy seen in the study results and in their own experiences. They identified desired changes in behavior, such as parents spending more time reading with their children and teachers allowing students to take

books home. The Concern consultant will use both the study report and these conversations to determine the messages to be promoted, the audience to be targeted, and the channels to use.

In addition, Concern has been working with PTCs to generate ideas for activities to support literacy in the community. One idea that PTCs have acted on is to host student reading competitions. Two of the six schools in Concern sites have already hosted them; the remaining will host the competitions in the coming quarter.

5The PTC at Rugarama Primary School hosted the first student reading competition, which was attended by teachers and parents.

Outputs 2.D:

- Results of research study presented to Ministry and partners. Completed.
- Key messages identified for inclusion in national, regional and local campaigns. The consultancy company began identifying messages and will complete the task next quarter.

Result 3: Support for English

Activity 3.A: Develop a program to transition teachers (and students) to English as a language of instruction

As previously mentioned, the English scope and sequence was approved by CPMD, and term 1 materials for P1 and P2 will be ready for rollout in January.

Outputs 3.A:

- Scope and sequence for P1/P2 ESL audio program developed. Completed.
- Programs developed, field tested in L3 treatment schools and revised. Field testing has begun and will continue to allow all term 1 materials to be ready for January.
- 50% of P1/P2 ESL programs ready for broadcast by the end of Q4. Term 1 materials will be ready for January.

Activity 3.B Use IRI to reinforce and extend face-to-face ESL training program

An analysis of REAP materials was undertaken and identified strategies were integrated into L3 materials where appropriate.

Outputs 3.B

- Technical report available identifying elements of REAP trainings to be integrated into P1/P4 materials. Analysis and integration of REAP strategies completed.
- Scope and sequence for P1/P2 ESL audio programs integrates identified REAP elements. Completed.

Activity 3.C Use the SBMP to reinforce teachers' English

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REB decided to hire only English-proficient School-based Mentors, so SBM's English ability is no longer a concern. However, the new challenge is regarding the ability of teachers to comprehend trainings facilitated only in English. As some SBMs are from Uganda and Kenya, they will not be able to use Kinyarwanda to clarify difficulties in comprehension. The use of Kinyarwanda in the video modules to be used in training will be thoughtfully considered to ensure that teachers are able to adequately comprehend training sessions.

As previously mentioned, the USAID e-intern is identifying videos for teacher training and for use in and outside of classrooms. The British Council will also be approached about including materials that could be used to reinforce the program.

Outputs 3.C

- Technical report available on NMs and SMB's ability to facilitate trainings in English, using new video-based modules. No longer relevant.
- Additional ESL audio and/or video materials identified for uploading on L3 audio and video players, beginning in YR 2. USAID e-intern is currently working on this.

Activity 3.D Revise the existing English curriculum

The Director General of REB announced MINEDUC's commitment to revise all curricula to be ready for national rollout in 2016. L3 agreed to provide technical assistance, and afterwards learned that UNICEF is currently working with CPMD to revise all primary curricula. UNICEF recently hired a consultant to develop a timeline and processes for the revision. Doing so will allow L3 to determine how to support the effort in collaboration with UNICEF and CPMD.

The national reading standards which were established will serve as the primary reference point for the new curriculum. In addition, the GPE All Children Reading conference generated awareness about the level of English skills students need in order to transition to English as a language of instruction, which will aid in revisions.

Outputs 3.D

- Technical working group to examine/revise existing ESL curriculum established. UNICEF and L3 will support CPMD in the revision.
- Work begun on producing revised ESL curriculum for primary. Following UNICEF's production of a timeline and processes for curriculum revision, L3 will determine how to support.

Result 4: Strengthen Ministry Capacity

Activity 4.A: Strengthen MINEDUC central capacity

The Director General of REB assigned focal points in each department to work closely with L3 staff in overseeing the project. The technical director and team moved to the CPMD office to ameliorate communication between L3 and CPMD and to work more collaboratively. Deliberations regarding Kinyarwanda scope and sequence and the use of Kinyarwanda in the

English program have given L3 the opportunity to critically examine evidence-based instruction with CPMD. Such examination has allowed instructional materials to move further in the direction of evidence-based principles. In the fourth quarter, L3 supported CPMD in the development of activities and indicators for the curriculum and materials section of the new Education Sector Strategic Plan.

The L3 Technical Director is also on the Task Force and Steering Committee for REB's Rwanda Reads Initiative and is co-chair of a technical working group at REB Teacher Development and Management tasked with speeding the delivery of action points for the School-based Mentoring Program. L3 is a member of the Quality Implementation Working Group and provides ongoing technical support to REB CPMD, TDM and EQS.

Outputs 4.A:

- L3 initiative staff embedded in Ministry. Complete.
- Technical projects to reinforce Ministry capacity launched. Complete.

Activity 4.B. Transform TTCs into centers of excellence for literacy/numeracy.

Terms of reference for technical collaboration between KIE and L3 have been developed and signed by KIE. They include the recruitment of a 2-year VSO volunteer to be based at KIE to coordinate L3 support to TTCs. The first VSO volunteers to be based at TTCs to support the rollout of the new curriculum have arrived. Most guidelines—modules and unit plans for TTC tutors—for three years of the new English curriculum have been completed.

Outputs 4.B:

- No formal activities in FY1, other than those described in previous sections.

Activity 4.C. Develop tools and systems for monitoring teacher practices.

A REB consultant has drafted national standards for teacher performance as well as the evaluation process for monitoring progress. This was distributed in June, and L3, along with other technical partners, submitted significant feedback, which the consultant will use in making substantial revisions. Once this has been viewed and validated by REB, L3 can explore how to support the development of a lesson observation system which is more standards-based.

The SBM program working group is also working to identify the key practices that all teachers should use in the classroom and to develop an observation form as well. This tool will align with the new teacher professional standards.

Outputs 4.C:

- Standards-based Classroom observation sheet, keyed to the new standards developed. Feedback given on draft standards, which will be used to develop the observation sheet.

- *System for collecting data on teacher practices defined.* Feedback given on draft evaluation process.

Activity 4.D. Improve tools and systems for assessing students' reading and math competencies. (LARS, EGRA, etc)

In the first quarter, L3 and VSO met with the DDG of Examinations and Accreditation to determine the support needed for reporting student assessments. The implementation of continuous assessment at the primary level and the development and implementation of a database to track student achievement through the years were identified as priorities. Should REB make a final decision to pursue the development of the database, L3 will provide support. A UK-based NGO has already been identified to assist in the development if the decision is made.

The development of national reading standards catalyzed the development of a multi-year plan for tracking student outcomes, as seen in the table below. REB's EQS department is primarily responsible for these activities.

Year	Multi-year technical plan/support for measuring learning outcomes Activity
2012	Initial Standards Set (Supported by L3)
	P3 and P5 Fluency Assessment in Rwanda Schools (FARS) validated (English and Kinyarwanda) in nationally represented sample (October) (Support from L3)
	P3 LARS Kinyarwanda revised and English version developed (With support from L3)
	P5 LARS developed in Kinyarwanda and English (with support from UNICEF/UNESCO)
2013	All LARS comprehension field tested and modified (with support from UNICEF/UNESCO)
	Validity and reliability established (with support from UNICEF/UNESCO)
2014	Midterm evaluation (LARS & FARS) in schools having received reading inputs – Support from L3 and UNICEF/UNESCO
2016	LARS & FARS in nationally representative sample (supported by L3 and UNICEF/UNESCO)

In addition, a multi-year plan for L3 support to Learning Assessments in Literacy and Numeracy was created.

Multi-year plan for L3 support to Learning Assessments in Literacy and Numeracy

Academic Year	Action – Testing	Dissemination	REB Support	L3 Support
2012	• Collection English and Kinyarwanda Oral Reading Fluency Data for P3 and P5 (nationally representative sample) in order to validate national standards			• All costs associated with development of instruments, data collection and analysis

Year				
2013	• P3 LARS revised and English version developed; P5 (English and Kinyarwanda) developed; • New instruments field tested • Validity and reliabilty established	• Dissemination of 2011 results	• Dissemination costs • Costs of in-country instrument development work	• Up to 3 months (2 trips) of international consultant to support item development, sampling methodology
2014	P3 and P5 LARS + administered in sample of schools having received reading inputs *(ie, LARS administered to representative sample of P3 and P5 students; a subset of these students randomly selected to do the Oral Reading Fluency test in addition to the pencil and paper test)*		• Training of data collectors • Data collection and entry • Training workshops with in-country statisticians	• Up to 3 months (2 trips) of international consultant time to support data analysis/report writing
2015	Preparation of instruments for 2016 assessment	• Dissemination of 2014 results	• Dissemination of 2014 results	• Up to 2 months (1 trip) of international consultant time to refinement of instruments/sampling methodology
2016	P3 and P5 LARS + administered nationally representative sample		• Training of data collectors • Data collection and entry • Training workshops with in-country statisticians	• Up to 3 months (2 trips) of international consultant time to support data analysis/report writing
2017		• Dissemination of 2016 results	• Dissemination of 2014 results	•

Output 4.D:
- Multi-year plan developed. Completed.

Result 5: Improved Equity in Education

Activity 5.A: Ensure equal access to quality instruction.

EDC materials design expert Suzanne Simard reviewed gender studies in Rwanda and, along with the L3 Technical Director, met with representatives from various NGOs dealing with social

issues. From this, a preliminary list of key messages and practices was developed. A formative assessment matrix was also developed and is being used by the L3 instructional materials team to ensure that these messages and practices are included in all L3 materials.

Outputs 5.A:

- List of inclusive instructional practices developed. Completed.
- Matrix developed and used to evaluate the extent to which L3 materials model inclusive practices. Completed.

Activity 5.B: Promote positive images of girls and other marginalized groups

The household research to determine perceptions, barriers, and positive practices for early literacy was carried out, presented, and reported. Concern hired a consultancy company to use the research to identify messages and plan materials development.

Concern has finalized the PTC structure as well as recruited and trained Community Based Trainers. An initial consultative workshop called "Equity issues with regard to reading" was held to allow community members to brainstorm the issues to promote and the behaviors that they wished to result from those messages. The consultants will use both the research results and these community dialogues to develop the messages to promote.

Outputs 5.B:

- Terms of reference of household research validated. Completed.
- Data collected and final report available. Completed.
- Key messages identified. Consultancy company is currently identifying messages.
- Training program for PTCs and NMs on key messages and behavior change campaign/strategy developed and PTCs and NMs in field sites trained. Consultancy company is currently identifying messages, but a consultative meeting with community members about what messages to promote was held.
- Evaluation data collected and program adapted for rollout nation-wide. Not completed.

Activity 5.C: Train teachers and parents to address barriers

In Concern's consultative meetings, communities recommended strengthening the home/school connection, creating a reading-friendly environment, and supporting girls and marginalized groups. PTCs have already decided on one activity to encourage community involvement in reading by hosting student reading competitions at the primary schools. Two PTCs have already hosted these events, and the remaining four will host them in the coming quarter.

The L3 instructional materials team is in the process of developing easy-to-use diagnostic assessment tools and remediation activities for every 10 lessons/programs and at the end of every term. The tools are simple enough for parents, teachers, and community members to use easily to help in identifying and supporting struggling students.

L3 will also work with VSO to identify how VSO volunteers at the TTCs can address inclusion and how L3 can enhance those efforts.

- Module developed, validated and field tested in at least one TTC. Not completed, but see activities above.

Activity 5.D. Provide additional resources to rural, low-income areas

The LARS data, which ranks districts by P3 reading abilities, will allow L3 to identify high priority schools and regions for L3 support.

In general, L3 strives to prioritize support for rural and low-income areas. The community mobile libraries specifically target highly isolated areas where Peace Corps volunteers are placed. L3 also supported the new supplementary reading materials tender which will make high quality reading materials available for all schools across the country. All L3 support will be directed at such high priority regions first.

In the coming quarter, L3 will work with REB to ensure that the criteria used to identify schools most needing support is consistent in all other situations.

Outputs 5.D:

- Process established for identifying schools in rural and low-income areas. LARS data will be primary indicator of need for support.
- Process used to identify schools in each district that correspond to that profile.

Activity 5.E. Increase awareness of equity issues at key nodes

L3 is in the process of establishing a partnership with the Forum for African Women Educationalists (FAWE), which has established District Girls' Education Task Forces. The partnership would allow L3 to monitor girls' progress in literacy and numeracy and to determine which community initiatives are having an impact. L3 can then provide grants to initiatives working to improve girls' education.

Terms of reference were developed for distributing the grants to gender task forces and for the FAWE partnership. Following the signing of a MOU, which is expected in October, the FAWE partnership will be finalized.

Outputs 5.E:

- Formal alliance established with FAWE or Gender Monitoring Unit outlining nature of L3 collaboration. MOU expected in October.

- Procedures and terms of reference finalized for distribution of grants to district gender task forces finalized. TORs drafted.
- Formal alliance established with UNICEF detailing nature of L3 collaboration to support principles of Child Friendly Schools. L3 works with UNICEF on the Rwanda Reads initiative as well as curriculum revision.

Monitoring and Evaluation

The L3 5-year work plan was restructured to fit with MINEDUC log framework.

Data collection instruments were developed and pretested in Bugesera along with REB EQS, Concern, RTI, and a LARS consultant. Baseline data was collected, and baseline reports were sent to the L3 impact evaluation specialist for review. In the next quarter, a validation workshop will be held for the stakeholders.

Number of respondents in baseline data, control and treatment schools

Sector	School	Students	Parents	Teachers (P1/P2)	Teacher beliefs (P1 to P6)	Head Teachers
Ruhuha	Kindama	35	20	4	13	1
	Rugarama	80	60	6	21	1
	Butereri	40	36	5	9	1
Musenyi	Rulindo	60	35	6	19	1
	Kigusa	50	48	6	13	1
	Gicaca	70	62	8	15	1
Kamabuye	Murambo	50	41	6	12	1
	Murago	60	51	6	14	1
	Tunda	50	44	10	10	1
Nyarugenge	Kigarama	50	48	5	9	1
	Ngenda	60	58	6	17	1
	Rugando	60	60	8	18	1
Total		665	563	76	170	12

The L3 M&E team as well as the USAID project activity manager reviewed indicators and targets in the Performance Monitoring Plan, and the new targets were uploaded into the management system.

The M&E team went through three semi-trainings in MS Access, MS advanced excel and applications with SPSS software. All of these were organized by MEMS.

Outputs Monitoring and Evaluation:
- Results Framework and PMP validated. Completed.
- Data collection instruments designed and field tested. Completed.

- Schools identified for field test of P1/P2 inputs. Completed.
- Baseline data collected in control and treatment schools. Completed.
- Midpoint evaluation conducted and results available. L3 activities were delayed so that midpoint evaluation would not have been useful.

3.0 RESULTS ACHIEVED

Goal: Children leaving primary school with a strong foundation in literacy (Kinyarwanda and English) and numeracy skills in Mathematics										

Indicator type	Indicator description		Target 2012	Target 2013	Target 2014	Target 2015	Target 2016	Disaggregation	Frequency	Data source/ responsible	Notes
F-Indicator 3.2.1-14: Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (Type: Output)	Number of P1 to P6 learners benefitting from USG support (direct or indirect)	Tl	2,436,935	2,519,580	2,606,125	2,696,803	2,791,860	Gender, Direct beneficiaries and Indirect beneficiaries	Annual	MINEDUC enrolment Statistics (projections based on 2011 figures, with extrapolations)	Includes students receiving direct and indirect support
		F	1,240,400	1,282,466	1,326,518	1,372,673	1,421,057				
		IND	2,434,212	2,477,191	2,148,281	1,214,375	694,527				
		Dir	2,723	42,389	457,844	1,482,428	2,097,333				
F-Indicator 3.2.1-27 Proportion of students who, by the end of **two** grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text. (Type: Outcome/Impact)	Proportion and number of (P3) students who meet the MINEDUC threshold for reading with fluency and comprehension after **three** years of L3 support	M.	40.5% 77634	NA	NA	75% 148961	75% 150734	Gender,	Twice (2015/6)	Ministry Fluency Assessment in Rwanda Schools	Baseline: 2011 EGRA Note: This calculation is different than the overall calculation for Goal 1. For that calculation, the % of students with improved reading skills in P3 (see concept paper) is applied to the overall number of students in P1 to P6, over the life of the project, receiving direct or indirect support, without double counting. Calculation is based on 75% of all projected P3 students as all
		F	46.7% 92800			75% 154422	75% 156260				
		TOTAL	44% 170434			75% 303383	75% 306994				

Indicator type	Indicator description		Target 2012	Target 2013	Target 2014	Target 2015	Target 2016	Disaggregation	Frequency	Data source/ responsible	Notes
											students will be enrolments for those particular years as all P3 students will be receiving either direct or indirect support from L3. Assumes 50.9% of students are female (MINEDUC 2011 Statistics)
Custom-Indicator Proportion of students who, by the end of grade 5, are able to read and demonstrate understanding as defined by a country curriculum, standards, or national experts(Type: Outcome/Impact)	Proportion and number of grade 5 students who, by the end of primary school, are able to read with comprehension according to Rwanda's curricular goals and standards.	F	69.5% (115,635)	NA	NA	NA	75% 165,596	Gender	Once (2016,)	Ministry Fluency Assessment in Rwanda Schools Project impact evaluation grade 5	Calculation is based on 75% of all projected P5 students as all students will be enrolments for those particular years as all P3 students will be receiving either direct or indirect support from L3. Assumes 50.9% of students are female (MINEDUC 2011 Statistics)
		M	61.9% (99,348)				75% 159,740				
		T	66% 214,984				75% (325,336)				
Result 1:	**Improved quality of teaching**										
Custom- Indicator Number of learners receiving reading interventions at the primary level (Type: Output)	1.1 Number of P1 to P3 students who listen regularly to Kinyarwanda or English reading interactive audio programs		2,043	31,791	343,383	1,111,821	1,573,000	Gender	Annual	Listenership records	To avoid double counting, targets refer to number of learners in schools benefiting from interactive audio instruction; Assumes 75% of students regularly use programs i.e.

Indicator type	Indicator description		Target 2012	Target 2013	Target 2014	Target 2015	Target 2016	Disaggregation	Frequency	Data source/ responsible	Notes
											75% of direct each year
F-Indicator 3.2.1-31: Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	1.2 Number of mentors/teachers/head teachers/ trained by L3 initiative		130	13,023	16,975	18,901	19,277	Gender, District	Annual	Listenership records (for teachers); attendance records for mentors, head teachers, TTC instructors	For 2012, figures reflect teachers, mentors, head teachers, etc. receiving face to face training from L3
F 3.2.1-32 Number of teachers/educators/ teaching assistants who successfully completed pre-service training with USG support (Type: Output)	1.3 Number of student teachers trained by L3 VSO Literacy Specialists assigned to TTCs		30	1,203	4,010	4,411	5,213	Gender	Annual	Enrollment records (student teachers)	For 2013, includes student teachers trained in Writer's workshops, as well as those in new courses co-taught by VSO specialists working with L3 Norma to Email Mary to get numbers.
Custom Indicator (Type: Outcome/Impact)	1.4 Proportion of teachers in SBMP using new literacy/ numeracy instructional practices and materials		0	50%	55%	60%	70%	Gender, Zone	Annual	Criterion-referenced Observation Sheet	Tool to be developed
Custom Indicator (Type: Output)	Number of PTAs or similar 'school' governance structures supported		6	90	738	1,938	2,838	Zone	Annual	PTA/PTC log of initiatives	Tool to be developed
	Number of PTAs/PTCs that undertake initiatives-to support increased		6	90	738	1,938	2,838	Zone	Annual	PTA/PTC log of initiatives	Tool to be developed

Indicator type	Indicator description	Target 2012	Target 2013	Target 2014	Target 2015	Target 2016	Disaggregation	Frequency	Data source/ responsible	Notes
	teacher motivation with USG assistance									
Result 2.	**Improved availability and use of instructional materials and technology**									
F-Indicator 3.2.1-33 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Type: Output)	2.1 Number of learning and teaching materials produced and distributed	8,500	431,071	339,710	387,194	10,700	Type	Semi annual	Distribution records for print and audio materials, supporting technologies, etc.	Disaggregated by type of materials and source; Cost share documentation (in case of BBF donations)
	2.2 Number of different book/story titles and problem sets authored locally	91	175	240	170	80	Type	Semi annual	List of works produced to support new Kinyarwanda and English reading programs; list of problem sets; list of works produced via Writer's Workshop	
Indicator F3.2.1-36 Number of schools using Information and communication technology due to USG support (Output)	2.3 Number of schools receiving MP3 players, video players or other technologies	6	90	738	1938	2714	Region	Annual	Distribution records	
	2.4 Number of schools using MP3 players, video players or other technologies	6	90	738	1938	2714	Region	Annual	Distribution records	
Result 3.	**Support for English**									
Custom Indicator (Type: Outcome/Impact)	3.1 Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage	Baseline	NA	+10%	TBD	TBD	Gender , Zone	TBD	English-language testing completed in collaboration with DFID	Results to be provided by DFID testing, with additional P1-P3 teachers added to sample

Indicator type	Indicator description		Target 2012	Target 2013	Target 2014	Target 2015	Target 2016	Disaggregation	Frequency	Data source/ responsible	Notes
	increase over baseline)										if needed to provide robust sample. Results to be provided in 2015 and 2016 if decision is made to extend DFID testing to these years.
Result 4.	**Strengthened Ministry capacity to improve the quality of education**										
F-Indicator 3.2.1-37: Number of impact evaluations conducted (Type: Output)	Number of impact evaluations conducted		0	0	1	0	1	NA		Ministry National Reading assessment program	2014: Small Impact Evaluation. 2016: Nationally representative sample.
	4.2 Number of completed reports submitted to MINEDUC on the impact of L3 initiatives, during grade-specific action research cycles, as well as during nationwide roll out		0	0	0	1	1		Annual	Report submitted to Ministry	Baseline: 2011 National assessment instruments (LARS, EGRA/EGMA), programs and policies
Result 5.	**Improved Equity in Education**										
Custom Indicator (Type: Outcome)	5.1 Average increase in parity of students completing P3 in L3 supported schools[1]	F`	83.9%	NA	5% increase in parity from 2012	10% increase in parity from 2012	15% increase in parity from 2012	Gender, Zone,	Annual	Annual EMIS Data (parity index)	Baseline is 2011 EMIS data from Ministry
		M	81.2%								
		Gender differ	2.7%								

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[1] This indicator assumes that the Ministry's information management system is able to extract the required data.

Indicator type	Indicator description		Target 2012	Target 2013	Target 2014	Target 2015	Target 2016	Disaggregation	Frequency	Data source/ responsible	Notes
		ence									
Custom Indicator (based on UNESCO indexes) (Type: Outcome)	5.2 Average increase in parity of student's performance in literacy at P3 level in L3 supported schools, as measured by % of students who meet Rwandan minimal standards for fluency (correct words per minute)			NA	NA	10% increase in parity from 2012	15% increase in parity from 2012	Gender, Zone	Twice (2015, 2016)	EGRA fluency scores, analyzed to indicate % of students who meet minimal standards for fluency (Note change)	Baseline is 2011 EGRA data (note change)

NOTE: Need to code schools in 2011 EGRA baseline according to rural and urban, according to Ministry definition, and then redo baseline assessment according to those definitions |
		F	46.7%								
		M	40.5%								
		Gender difference	6.2%				Gender 5.58%	Gender 5.27%				

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4.0 COLLABORATION AND RESOURCE LEVERAGING

In quarter one, the scopes of work for partners VSO, Concern, and IEE were finalized, and bi-monthly meetings for all partners were institutionalized. L3 also brings together technical and administrative teams in all team meetings each month.

L3 has also established a partnership with the Peace Corps for implementation of the community mobile libraries. L3 held several meetings with private and public sector organizations including the British Council, Save the Children, MTN, DFID, UNICEF, regional banks, IT solutions providers, TEACH Rwanda, Grace Rwanda, Rwanda Education Commons, and the Cornell and Syracuse Information technology project. To facilitate communication with like-minded NGOs, L3 joined the Rwanda Education NGOs Coordination Platform.

A MOU between EDC and MINEDUC was finalized and signed, and included roles and responsibilities and a structure for an effective partnership.

Outputs Collaboration and Resource Leveraging:

- SOWs and subcontracts signed with VSO, Concern and IEE. Completed.
- Formal alliance established with Peace Corps and at least one other technical partner. Completed.
- Alliance established with educational video provider. USAID e-intern
- At least one public-private partnership established. Partnerships were sought with private organizations such as Equity Bank, Tigo, MTN, and others and negotiations are still underway.

Outputs for Administration and Partnership Building:

- National Steering Committee established and meets quarterly. It was determined more efficient to work within REB and its departments. Several technical committees and task forces were established.
- MOUs signed with key Ministry entities. Completed.
- Technical working groups established for Literacy, Numeracy and ESL. Completed.
- Alliances and partnerships established with implementing partners working in the area of early literacy/numeracy (Imbuto foundation, Rwanda Reads) or seeking to provide support to the primary sector (Rwanda Education Commons) L3 has taken a leadership role in Rwanda Reads, in which organizations working in the area of literacy are a part.
- Partnership established with one or more radio stations. Priorities have shifted as the initiative has sought more effective platforms to deliver audio content, for example audio players.

5.0 LESSONS LEARNED

Technical support

Since early grade reading has become a primary focus of REB, a number of unanticipated reading initiatives have required L3 involvement and participation, such as the Global Partnership for Education conference and action plan, the public tender for supplementary reading materials, and the Rwanda Reads documentary. While welcomed, these initiatives have required significant time from the L3 technical director so that there is less time to devote to core L3 activities. Technical assistance from other EDC staff will need to be increased so as to allow the L3 materials team to keep pace with development.

Working with REB

L3 needs to adapt its work to the evolving plans and priorities of REB without losing sight of its mandate or obligation to USAID. In addition, there is a need to improve the lines of communication between L3 and REB to ensure that decisions are made collaboratively. Furthermore, communication with REB senior management is important in critical decisions in order to move projects forward more quickly.

Pedagogical content knowledge

In order for Rwanda to build a new curriculum and implement new instructional models, curriculum specialists must be well versed in current research regarding teaching and learning, have clear mental models of what this looks like in the classroom, and be able to translate those mental models into a curriculum framework. L3 will take every opportunity to support critical reflection of learning goals and learning-teaching processes.

6.0 YEAR TWO PRIORITIES

L3 and its partners are in the process of finalizing the year two annual plan and is referencing L3's five year action plan to do so. Currently, priority activities are those that are being carried over from year one and those that are slated for year two's first quarter.

- Have a complete package of materials for English, Kinyarwanda, and math ready for rollout
- Come to a final agreement on Kinyarwanda scope and sequence following SynPhony results
- Present SBM program costed plan to REB and complete interactive video modules
- Train TTC and VSO instructors on new English, language methods, math, and math methods curricula
- Recruit a local NGO, and develop and implement the community literacy program
- Launch first mobile libraries and collect data on library usage
- Institutionalize writer's workshops and develop math camps
- Collect, enter, and analyze P3 and P5 fluency data to validate/adjust national reading standards

- Identify and disseminate key messages in communities
- Work with UNICEF on curriculum revision
- Finalize alliance with FAWE to monitor girls' performance